

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 PM 4:17 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, October 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Miller Grove ISD	112-907		
Vendor ID #	ESC Region #		
1751613618	8		
Mailing address	City	State	ZIP Code
7819 FM 275 South	Cumby	TX	75433
Primary Contact			
First name	M.I.	Last name	Title
Emma	L	Hudson	District Special Programs
Telephone #	Email address		FAX #
903-459-3288 Ext 224	ehudson@mgisd.net		903-459-3744
Secondary Contact			
First name	M.I.	Last name	Title
Gary	L	Billingsley	Principal
Telephone #	Email address		FAX #
903-459-3288 Ext 223	gbillingsley@mgisd.net		903-459-3744

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Steve	P	Johnson	Superintendent
Telephone #	Email address		FAX #
903-459-3288 Ext	sjohnson@mgisd.net		903-459-3288 Ext 222
Signature (blue ink preferred)		Date signed	

10-23-2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☒ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Miller Grove ISD is most definitely located in a rural area. Miller Grove is an unincorporated town in Hopkins County and has a population of 115 at the last census. Miller Grove ISD is a 1A school with 178 students PK-5th and 152 students 6-12th for a total of 328 students. Many of the students live outside of the unincorporated town, but within our school district, due to limited housing. Most of the town is farm land, which is the main occupation of the residents. There are however a few other types of occupations, such as Healthcare Providers 5.32%, Repair/Maintenance 10.6%, Management/Administrative 9.2%, Construction 7.9%, and Fire Fighter 1.9%. In researching the statistics of those in the Miller Grove area, 30% of the residents 25 and older hold a higher degree as compared to 33.1% for all Texas. 55.4% have a high school diploma as compared to 48.04% for Texas. Those with no high school diploma are 14.5% locally and 18.83% in Texas. Out of the those 30% who hold a higher degree, 67.3% of them are employed as compared to 74.46% in Texas. 57.1% of those with a high school diploma are employed, as compared to 67.2% in Texas. 67.1% of those in Miller Grove who do not have a high school diploma are employed as compared to 66.95% in Texas. Overall, 51.7% of Miller Grove residents are employed by the labor force and the overall median household income is \$49,500, the Texas median is \$51,900. (Statisticalatlas-<https://statisticalatlas.com>).

The educational numbers are either a little higher or lower than Texas, but the employment numbers for those who hold a higher degree than high school are lower. Since Miller Grove is a small town and an individual must drive for higher education opportunities or employment it is sometimes difficult to obtain either. Scott Springston of Strategic Educator Collaborators stated that connecting rural communities to higher education and workforce certifications is a necessity for the economic sustainability and expansion for thousands of small communities across America. According to the United States Department of Agriculture (USDA) an increasingly educated rural America still lags urban (metropolitan) areas in educational attainment. The educational attainment of people living in rural areas has increased markedly over time, but has not kept pace with urban gains. There is a large and growing gap in college and postgraduate educational attainment between rural and urban areas, even among young adults.

In deciding what kind of programs to provide to our students there were several factors that were considered. The following were chosen as the foundation for creating this Career and Technical Program. First, the students were surveyed to find out what they want to learn or become certified in. No matter what the occupational trends may be, if it is not what the students are interested in the program will not survive. Second, Workforce Solutions of Northeast Texas was contacted to find out what occupations are in the greatest demand in our area. For the most part, most occupations are in demand in all areas, but some are more location specific. Third, institutions of higher education, industry partners, business owners, and trained personnel in our area were researched and contacted to gain their opinions or availability to help with the programs that would be implemented if the grant was awarded. Finally, all of the above data was compiled to make an informed decision as to what programs/certifications would be the most appropriate for our students, district, and rural area. In order to meet the needs of more than just a select few students by only offering one or two programs, school officials and community/industry personnel made the decision to offer a handful of certification opportunities that would be the best opportunity for all students interested. This project will provide additional high quality CTE program to Miller Grove rural students and lead to improved employment opportunities and additional postsecondary options for the students. On the next page are the CTE programs that MGISD would like to implement.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Health Services

Students will learn skills related to the health care industry such as taking vital signs, body mechanics, medical terminology, CPR and other entry-level skills. Areas of focus will be Nursing. Students will receive instruction from Registered Nurses and will earn certification in CNA and CPCT. They will work towards a Health Services Pathway by taking a Principles class year one, Medical Terminology year two, Health Services Theory in year three and in year four begin the clinical rotations at the local hospitals. Programs such as scrubs camps provide an effective way for community organizations to work together, partner with healthcare facilities and schools, and expose students to careers in rural healthcare. Scrubs camps are for students of elementary through high school age and can last from a single day to a week. Students have the opportunity to meet and interact with a variety of healthcare professionals and engage in healthcare-related activities. These camps increase interest, awareness, and understanding of health careers available in rural areas. Other grow-your-own activities that healthcare facilities provide: Hosting healthcare career fairs, Inviting healthcare workers to schools to speak about their careers, and Providing opportunities for students to shadow healthcare professionals.

Architecture/Construction

A Tradesman program would be implemented to help students graduate with certificates that would allow them to enter the workworld better prepared and educated. It would also eliminate the need for them to be trained as beginners by their future employers and therefore could be hired and begin working immediately with the knowledge needed to take to a higher level and gain more skills and pay. The big plan would be for Miller Grove students to create a blueprint a small building to house the program and then build it from the ground up touching on all of the areas needed to complete the entire building. Including but not limited to HVAC, Plumbing, Concrete, Construction, and Welding. Skilled tradesmen in each area will be utilized to teach the students providing the opportunity for the best instruction from those specialized in that specific area. Students would enter the architecture/construction pathway for CTE. They would take the principles course in the areas of interest and move towards the more advanced course to move towards certification completion in the area(s) of study they are interested in.

Law and Public Safety

Students will learn about legal, public safety, protection and homeland security services. Areas of focus will be Law Enforcement. Students will be given the chance to gain the knowledge to become a certified in County Jailer, Certified Protection Officer, and a Basic Telecommunications. Students will be instructed by certified police officers who are either a Chief of Police or serve in the capacity as a Sergeant. Students would enter the Law and Public Safety pathway with a diversified course pathway to best prepare each of the work world and help them earn the available certificate(s) of their choice.

Our world is ever changing and the shift of emphasis is moving towards preparing our students for the "work world". According to the National Center for Educational Statistics (NCES), 69.2% of students who graduated from high school last year attended college in the Fall of 2017. That means that 30.8% did not attend college and it is our job as educators to prepare them for what lies ahead of them. This seems to be a greater trend in the rural areas than the urban. According to the USDA only 50% of students receive a high degree as compared to 62% in the urban areas. In 2011-15, the average poverty rate for rural counties with low education was about 8 percentage points higher than for all other rural counties, and the average child poverty rate was about 11 percentage points higher. Average unemployment rates among rural low-education counties were also higher compared with all other rural counties in 2011-15 by about 1%. Rural areas need assistance to help the students be better prepared for the working world, which in turn, Miller Grove ISD feels will give the knowledge and boost of confidence that they need to obtain a higher education, higher-level certifications, and better paying jobs. It is important that these programs present a level of rigor that will be seen postsecondary.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$13,000	\$0	\$13,000	\$13,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$0	\$30,000	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$47,500	\$0	\$47,500	\$5,000
Schedule #10	Other Operating Costs (6400)	6400	\$5,500	\$0	\$5,500	\$5,500
Schedule #11	Capital Outlay (6600)	6600	\$2,500	\$0	\$2,500	\$0
Grand total of budgeted costs (add all entries in each column):			\$98,500	\$0	\$98,500	\$23,500

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 112-907			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director		1	\$5,000	\$5,000
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper		1	\$3,000	\$3,000
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$5,000	\$5,000
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$5,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$13,000	\$13,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 112-907		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Certified Nursing Instructors	\$10,000	\$
2	Certified Law Enforcement Instructors	\$10,000	\$
3	Professional Tradesman Instructors	\$10,000	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$30,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$30,000	\$0
(Sum of lines a, b, and c) Grand total		\$30,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 112-907		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$47,500	\$5,000
Grand total:		\$42,500	\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 112-907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$
Subtotal other operating costs requiring specific approval:		\$0	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$5,500	\$5,500
Grand total:		\$5,500	\$5,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 112-907			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12	Software for certification courses		\$	\$2,500	0
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$0	\$0
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$2,500	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	195	59.7%	
Limited English proficient (LEP)	27	8.3%	
Attendance rate	NA	96.4%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	9	36%	
6-10 Years Exp.	5	20%	
11-20 Years Exp.	8	32%	
20+ Years Exp.	3	12%	
No degree	0	0%	
Bachelor's Degree	25	100%	
Master's Degree	4	16%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
29	23	30	22	25	20	27	23	18	23	25	19	24	20	328

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	2	2	1	2	1	2	2	2	2	2	2	2	2	25

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are a small rural school and focus for this grant needs to be placed predominately on the 9-12th grade (Miller Grove High School); however, the younger students (Miller Grove Elementary) also need to be included. The younger students will learn about the programs that will be available when they reach high school. These programs/certificates can only be obtained by high school students, but if the younger students can be presented with information about each of the programs, then they will have knowledge about the programs and time to make an informed decision about each.

"Need" refers to the gap or discrepancy between a present state (what is) and a desired state (what should be). The need is neither the present nor the future state; it is the gap between them.

Miller Grove School realized there was a need for additional programs when the high school principal did his own assessment of our school course offerings compared to the all the other high schools in our county. For college core classes we were in line with all the other schools. However, we were way behind in the Career and Technical certificates and courses as compared to the other schools in our county. It was then that the principal decided to talk to the school board about the deficit and begin the process to hopefully remedy this problem. Even though we are a small rural school, it is important that our students be afforded the same opportunities as other students in the surrounding schools.

In order to provide the "best practice" programs and see exactly where the needs are located, a comprehensive needs assessment was conducted. Our comprehensive needs assessment focused on the ends to be attained. A plan must have a goal that it can strive to reach and it must be measurable. Community members, business leaders, industries, teachers, parents, and students were given either a written, verbal or online survey to assess their needs and or interests into future professions/skills. Data was then gathered by means of established procedures and methods designed for specific purposes. Based on the research findings from the comprehensive needs assessment priorities were set and criteria was determined so that effective programing decisions could be made.

Each targeted group revealed basically the same needs with just a little different variation as to why the need was a high priority. However, there were a few professions that parents and students had interests in that the industry and business leaders did not allude to a need. The needs were prioritized at three levels. First, the professions/skills that were a common factor for all or most of those completing the needs assessment. Second, the profession/skills that were attainable and the most cost effective for the programing purposes. Third, those professions/skills that has some interest by the students and parents but not classified as the highest need in the business world. Even though the choices may not be "hot professions" we must still not loose sight of the fact that we are here for the students and if we can help promote their interests as well as effective for others then we must do so. After completing the comprehensive needs assessment it was established that there were three main Career and Technical areas of need with the highest priority given to the Health Science cluster. Miller Grove ISD feels that the shortage of health professionals in rural America can at least partially be addressed through educational programs. To produce students who are likely to practice in rural areas, schools must consider factors that are good indicators of future rural practice. The second cluster will be the Arcitechture and Construction with a high need in labor skills and certification such as: HVAC, Electrical, Welding, and Plumbing. The third cluster will be Law and Public Safety. Rural Information Hub states that one of the best ways to help with this ever growing problem is to "Grow-your-own programs" Growing our own program will allow a focus on encouraging individuals to consider choosing careers, cultivating their interest, and helping them develop skills that they can use professionally in their home communities. This approach recognizes and builds on the idea that professionals are more likely to consider serving in the community in which they were raised. It does not provide workers who will enter the labor force immediately. Instead, it is a long-term strategy that moves people into the health workforce pipeline and enables rural communities to more effectively address their future workforce needs.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	More Carrer and Technology certifications and courses needed at Miller Grove School to better prepare our students for the workforce. Over half of our students will enter the workforce instead of a 4 year university. We must prepare them for their future not just focus on those attending academic colleges, but rather all student's future plans.	With the help of the Perkins Reserve Grant Funds, Miller Grove ISD will offer three Career and Technical Cluster programs to all high students with the plans of graduating with a skills/ knowledge and certificate in a particular area, such as: Nursing, Police, Tradesman-Electrical, HVAC, Plumbing, Construction, etc..
2.	Student and parent interest at MGISD in nursing was extremely high especially since many of them know that the need is so great in the work world. The existing nursing deficit in the U.S.largely caused by the aging baby boomer population, increasing prevalence of chronic disease, an aging workforce and limited capacity in nursing education programs. It is one of the fastest-growing occupations in the country, but demand for nurses is outpacing the supply. According to Bureau of Labor Statistics projections, by 2022 there will be more than 1 million jobs for RNs.	Programs such as "scrubs camps", Patient Care Tech (PCT) and Certified Nurses Aid (CNA) as a start.Then, MGISD would move towards working with local community college to create a CTE pathway for nursing beginning in the 9 th grade and moving forward to certificates by the time they graduate high school.
3.	Tradesman -This was not only a huge need in the community/business area but also a significant interest for many of Miller Grove students and parents. Since we are a farming community manual labor jobs were a high level of interest. Students want to perform these jobs but be able to be better prepared, skilled and licenced to better provide for their families and the employers.	A Tradesman type of program would be implemented to help students graduate with skilled certificates to be able to enter the workworld better prepared and educated.
4.	Some of our students showed interest in the law and public safety field which we do not currently have ANY classes towards these fields. Numerous police departments around the country are desperately losing manpower with decreasing numbers of officers and recruits. Law enforcement is becoming less of a desirable career choice due to diminishing pay, high risk, and of course a recent bad rap. Departments are struggling to find not only interested, but interested and qualified, candidates to join the force.	Miller Grove ISD will offer students courses in the field of law and public safety. Student will work towards county jailer, protection officer, basic telecommunication certifications.
5.	The need for more relevant competency-based programs.The education-employment gap means educators need to think creatively about how to offer the training students need for a workforce that desperately needs them.	Miller Grove ISD will work dilligently to prepare all students for their future by investing in their future through diversified programs to meet their diversified needs. Not all students are going to college and MG ISD will be apart of the cultural rebuild by offering job-oriented courses as mentioned above.

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Schedule #14—Management Plan

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Special Program Coordinator	Bachelor of Professional Accountancy, Master of Science in Education, Business 6-12 th , and Principal Certification. Texas 21 st Century grant writer, and Project Director for 21 st Century Cyle 6 and 8. 18 years in education-Specific to person currently holding title
2.	High School Principal	Bachelor of Science, Master of Education, 6-12 th History, PE EC-12 th , Principal, and Superintendent Certification. 15 years in education.-Specific to person currently holding title
3.	Skilled Tradesman	Each of the different areas of Trades being taught will have different levels of qualifications and experience. They will be skilled in the area of expertise to teach this skill to the Miller Grove Students.
4.	Law Enforcement Instructor	Sergeant or Chief of Police for over 5 years
5.	Registered nurse	RN certification. BSN if available

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide more CTE certifications and courses with job focus	1. Begin working on a plan to implement new courses	08/21/2017	On-going
		2. Hire certified instructors/Recruitment of students	12/1/2017	On-going (AN)
		3. All necessary equipment provided for each course	12/1/2017	On-going
		4. Positive evaluation of the program's effectiveness	08/21/2017	On-going
		5. Attend a career fair each year for the students	02/01/2018	1 or 2 times Yr
2.	Begin Scrub Camps	1. Contract with healthcare facilities to provide camps	12/1/2017	On-going (AN)
		2. Conduct Healthcare Fair for students	02/15/2018	1 or 2 times Yr
		3. Provide CPR Training for all students	01/15/2018	Once a Year
		4. Evaluate the programs effectiveness	01/01/2018	On-going
		5. Positive Student/Community Feedback	01/01/2018	On-going
3.	Provide opportunity for Nursing certifications	1. Hire certified instructors/Recruitment of students	12/01/2017	On-going (AN)
		2. All necessary equipment provided for courses	12/01/2017	On-going
		3. Begin the 4 year pathway towards the nursing prog	12/01/2017	On-going
		4. Certificate Completion	05/25/2018	Sem&Year End
		5. Observe the students participation at the hospitals	05/25/2018	On-going
4.	Provide opportunity for Tradesman Certifications for students	1. Hire certified instructors/Recruitment of students	12/1/2017	On-going (AN)
		2. All necessary equipment provided for the course	12/1/2017	On-going
		3. Certificate Completion	05/25/2018	Sem&Year End
		4. Positive Student Project Evaluations	05/25/2018	Sem&Year End
		5. Positive Student/Community Feedback	05/25/2018	On-going
5.	Provide opportunity for Law Enforcement & Safety Certification	1. Hire certified instructors/Recruitment of students	12/01/2017	On-going (AN)
		2. All necessary equipment provided for courses	12/01/2017	On-going
		3. Certificate Completion	05/25/2018	Sem&Year End
		4. Providing real world experiences for the students	04/01/2018	On-going
		5. Positive Student Feedback	05/25/2018	On-going

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal setting process is about the discipline in the organization. Miller Grove ISD has to objectively monitor the whole process, and it has to prepare corrections. Everyone must be on the same page when the process begins and everyone must be able to have a voice in the implementation process to ensure buy-in. The SMART goal setting process is a part of the performance management. It has to be well connected with the program appraisal process. The faculty and staff have to see the logic behind both processes. "The goals cannot be disconnected from the appraisal of the program. Designing the efficient process is a requirement. Monitoring goal progress is a crucial process that comes into play between setting and attaining a goal, ensuring that the goals are translated into action," said lead author Benjamin Harkin, PhD, of the University of Sheffield. To monitor the goals and objectives Miller Grove ISD will: 1) Establish Key Performance Indicators, 2) Set up monitoring and measurement systems, 3) Collect and record data, 4) Data analysis, and finally 4) Use information for reporting, improvement and adjustment. But the truth is, that sometimes even with the best intentions the plan does not work. It is important that we adjust as need and are willing to be flexible. Continuous monitoring is important to ensure that adjustments can be made when necessary and in a timely manner. Consideration and time must be given to allow the plan to work and if it still needs to be adjusted then willingness to change the current goal is crucial. All stakeholders will be included in the decision making process as to what changes need to be made based on the data findings. All changes that need to be made will be communicated to all stakeholders electronically and in memo form. If significant changes are made, a meeting will be held for all stakeholders.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Up to this point, the efforts towards this planned project have been the research and gathering of data. All stakeholders have been surveyed, possible instructors have been verbally contacted to gain insight, and a meeting has taken place with the superintendent to ensure support of the projected plans and funds needed. The district special programs coordinator who has experience running a grant and handling all the financial expenditures will be responsible for this grant also. It is imperative that the programs effectiveness is monitored regularly to ensure it is not only effective for all stakeholders but also cost effective also. Cost effectiveness has already been considered through the elimination of non cost effective programs. Miller Grove ISD wants to meet the needs and interests of all of students; however, cost effectiveness is an important factor for the programming as well. Before beginning the programming Miller Grove ISD will host a meeting to set forth all the expected guidelines and gain signatures from the appropriate parties. By allowing a voice into what programming Miller Grove ISD will offer, this helped gain commitment from the beginning. If stakeholders feel that they are a part of the beginning of something new and exciting, then they are more likely to be committed.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Implementation Analysis	1.	Competent and Effective Processes
		2.	Appropriate purchase and use of materials/supplies
		3.	Appropriate contextual influences
2.	Content/Program Analysis	1.	Clarity and comprehensiveness with engagement
		2.	Effective timelines with support for diversity
		3.	Resources and staff development
3.	Comparative Analysis	1.	Appropriate use of analysis
		2.	Appropriate selection of disaggregation of outcome measures
		3.	Statistical tests
4.	Student Outcomes	1.	Multiple assessments
		2.	Enrollment patterns
		3.	Attitudes
5.	Report Preparation	1.	Prepare detailed reports
		2.	Ensure evaluators independence
		3.	Synthesis and evaluation of evidence

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since these programs will be most likely all held during the school day, attendance will be taken in each course just like it is with all other courses. Grades will also be submitted at the 3, 6 and 9 week marking period. Walk-throughs, observations, and evaluations will also be conducted for each of the courses and different instructors. These are the norm practices for all courses taught at Miller Grove ISD. The Principal and Special Programs Coordinator will both conduct the evaluations of the programs and instructors. All findings will be electronically and will be communicated with the instructors on an as-needed basis. Attendance and grades will be observed at the 3, 6, and 9 week grading period to ensure on-going monitoring is taking place. Students and instructors will receive a survey each 6 weeks to allow them to voice any concerns or positive feedback they may want to give. Being visible in the classroom is the best way to know how the program is running and how effective it is. Each 6 weeks the principal, director of special programs and the instructors will meet to assess the program and address any problems that are occurring or could be foreseen in the near future. From this meeting adjustment will be made to programs. Any problems that arise will be handled immediately to ensure the program's effectiveness. The school will receive a report from the principal at the end of each 9 week period. If any of the classes take place outside of the school day, the instructor will have the students sign in each class time. The instructors will also be required to keep track of student's performance. On the first occurrence, any instructor not performing to the necessary level will be counseled with and provided assistance/guidance on how to correct the problem. For the second occurrence they will be written up, and on the third occurrence they will be removed. It is a fast past course curriculum that must adhere to the "work world" environment; therefore, chances must be given and guidance must take place. However, if unable to correct the problem, much like the "work world", they shall be removed. Just like the program is an on-going process, so must the data collection, and evaluation process.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In order to create a plan that not only was effective for the needs/interests of the Miller Grove students but also for the demands of the job force, Miller Grove had to first gain all the stakeholders input. All stakeholders were surveyed to find out what programs were high priority to both the Miller Grove students and the workforce. The Workforce Solutions of Northeast Texas was contacted to gain even more insight into the demand for occupations. TEA also provided a link to the occupational trend in Texas. All of the above, along with cost effectiveness, was researched before a decision was made on what programs to offer. There was need in the workforce for jobs in technology but there was no interest at our school for that area. Miller Grove believes that this is because again, most of our community is employed in farming and manual labor industries. Also, many of our students interested in technology are already taking the technology dual-credit courses that Miller Grove is able to provide for them. Miller Grove's main focus is on the manual labor/skills side of the work force need. The medical field has a huge demand in the workforce, as well as with the students interests. Miller Grove decided to target this field first as it was a high need for both parties. The second area of high need was for the skilled laborers. Law enforcement was not a high ranking need know but the Workforce Solutions of Northeast Texas did say that they believed that it would be real soon in light of all the issues and media coverage they have been experiencing.

It is very important that Miller Grove move forward with the programs that are in high demand at the current time. As time progresses, Miller Grove ISD will need to assess the program effectiveness and also keep a keen eye on the labor workforce and adjust programs accordingly. The three programs that were chosen have been in high demand for quite a while, and the workforce did not foresee any changes in the near future. Another area that we may look at at a later time is education. The workforce stated that education was also becoming a high demanding job, but there was not any student interest at this time. From those findings, Miller Grove decided that it would be a good idea to start talking to the student about careers in education in hopes to peak their interests.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The purpose of our 3 programs of study is to span from secondary to postsecondary education. Miller Grove ISD feels that this is one part of the importance of this grant. Students must be given the opportunity to learn a skill and possible certification towards a future employment and further certifications. The program of study one best describes a sequence of courses and progressive rigor.

Program of Study 1-Health Science-

Students will receive instruction from Registered Nurses and will earn certification in CNA and PCT. They will work towards a Health Services Pathway by taking a Principles class year one, Medical Terminology year two, Health Services Theory in year three and in year four begin the clinical rotations at the local hospitals.

Architecture/Construction

A Tradesman type of program would be implemented to help students graduate with skilled certificates to be able to enter the workworld better prepared and educated. It would also eliminate the need for them to be trained to a beginner level by their future employers and therefore could be hired and begin working immediately with the knowledge needed to take to a higher level and gain more skills and pay. Students would begin with entry level certifications and move towards the higher level certification in each field.

Law and Public Safety

Students will learn about legal, public safety, protective and homeland security services. Areas of focus will be Law Enforcement. Student will be given the chance to gain the knowledge to be certified in County Jail, Protection Officer, and basic telecommunications. Students can take this knowledge and certifications and move towards actually becoming police officers.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Sample Crosswalk for Health Science Course

Year 1- Principles of Health Science-The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

Year 2- Medical Terminology-The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Year 3-Health Science Theory- The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

Year 4-Health Science clinical-The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses. Students can also take more than one course the first two years allowing them to also take Health Science Practicum. Students will receive the certifications of either CAN and/or CPTC. These courses will be paired with the dual credit college core course to prepare them for a four year degree.

Year 5-Upon graduation, students can enter into community college/university or apply for nursing school and begin the LVN program. Students can also use their certifications and work, making more than minimum wage, while attending school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The partner organizations that will help carry out the grant will be the

- Sulphur Springs Police Department
- Lake Tawokoni Police Department
- Potts Concrete
- JW Burnette Architecture
- Rudy Refridgeration
- Christus Trinity Mother Frances Hospital

A board will be created with all of the above organizations having representatives as well as those listed in the below question.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

In order to have effective programs, there will need to be several industry partners that will need to be a part of the curriculum development. Some of them are: Workforce Solutions of Northeast Texas, Paris Junior College, Hopkins County Police, Sulphur Springs Police Department, Lake Tawokoni Police Department, JW Burnette Architecture, Rudy Refridgeration and Christus Trinity Mother Frances Hospital. Since Miller Grove is not the expert in these areas of study it will utilize all partner resources and knowledge, and each course Texas Essential Knowledge and Skills (TEKS) to prepare the best curriculum.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Miller Grove is working on implementing a plan to allot funds for these programs during the grant cycle and after. MGISD is not sure how much assistance can be provided if grant funds are no longer available. It is going to be important to get the word out to the community and business industries to see if any of them are willing to help provide funds, assistance, or to volunteer for the programs. During the grant cycle it is imperative that MGISD promote the programs and get it out in the public eye as much as possible. There must be community and business buy-in to help sustain the programs

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Program of Study 1-Health Science-

Students will receive instruction from Registered Nurses and will earn certification as CAN's and CPCT's. They will work towards a Health Services Pathway by taking a Principles class year one, Medical Terminology year two, Health Services Theory in year three, and in year four begin the clinical rotations at the local hospitals.

Architecture/Construction

A Tradesman type of program would be implemented to help students graduate with skilled certificates to be able to enter the workworld better prepared and educated. It would also eliminate the need for them to be trained to a beginner level by their future employers and therefore could be hired and begin working immediately with the knowledge needed to achieve a higher level skills and gain more skills and pay. Students would begin with entry level certifications and move towards the higher level certification in each field.

Law and Public Safety

Students will learn about law issues, public safety, protective and homeland security services. Areas of focus will be Law Enforcement. Student will be given the chance to gain the knowledge to be certified County Jailer, Certified Protection Officer, and Basic Telecommunications. Students can take this knowledge and certifications and move towards actually becoming police officers.

- OSHA-10
- AWS-D1-1
- County Jailer
- Certified Protection Officer
- Basic Telecommunications
- Certified Nurses Assistant (CAN)
- Certified Patient Care Tech (CPCT)
- Possible Basic carpentry, HVAC, and plumbing

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 112-907

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

This grant would give the Miller Grove students the same opportunities afforded to the students in a several miles radius of their school. It would allow them to learn the skills to better prepare them for their future. Miller Grove ISD has been lucky enough to help many student take dual-credit and concurrent college course. Some students pay for the courses themselves, and to help offset the costs to the students the school budgets a small fund each year, and the faculty and staff donate to a scholarship fund to help those students pay for the courses. The faculty and staff understand the importance of both the college course and the workforce course; however the faculty and staff can not donate near enough money to help fund a program such as this.

Having these programs will compliment Miller Grove ISD's current CTE program by leaps and bounds. These programs will acquaint students with its ties to mathematics and the sciences. It could point toward possibilities in the arts, which arise in one degree or another from craftsmanship. Through discussions of its materials – wood, metal, rubber, and plastic it could point toward history classes, and through the materials those classes could draw the student into study of the Industrial Revolution, colonialism, conquest of native peoples, systems of government, and on and on. The skilled trades have done an about face in public education by being important and then undervalued and now back to being important again in the education of American students. The funny thing is that they have never been undervalued in the marketplace, which has seen a greater and greater demand for the skilled craftsman, be he a carpenter, electrician, machinist, mechanic, and so on. On account of being in demand, the skilled tradesman has a choice of jobs, autonomy, and earns a living wage; perks that are not to be scoffed at in this economic environment. These programs are going to allow our CTE programs to not only provide an opportunity to learn a skill/trade, they are also going to allow them the opportunities for advancement within their field once they graduate high school.

In addition to the skills/trades the students will learn in these new programs, Miller Grove CTE students will learn to be ready to meet specific employer needs. "Too often, high school students do not demonstrate workplace habits that employers prioritize, including reliability, punctuality, customer service and high-quality task completion," said Andrew Rothstein, Chief Academic Officer of the National Academy Foundation (www.naf.org). "There are also frequent issues with written and presentation skills that are appropriate in a business context. Teamwork and problem solving are the new constants." Teamwork is a very important—and often absent—skill among students entering the workforce. "Students need to learn how to work well with others—cooperative learning, working in groups. Students need to be able to think out of the box and be creative. They need to find different ways to offer solutions," said Marilyn Curtain-Phillips, a high school math teacher and college professor. With the new programs and the current programs, MGISD students would be getting the "entire package" to prepare them.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 112-907			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 112-907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including <u>high school equivalency</u> (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 112-907

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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